

CLIL through CLIL

Maria Kovacs

CLIL through CLIL is an in-service training course for teachers who wish to learn about CLIL and engage their students in such learning by developing and delivering CLIL modules in their schools. The course provides first-hand experience of CLIL by being taught partly in a foreign language.

AECLIL Partner	Romanian Reading and Writing for Critical Thinking Association, Cluj Napoca, Romania
Topic	<ul style="list-style-type: none"> - CLIL - CLIL methodology - CLIL module
Subject area	Teaching methodology
Language	English
Language Level	B2 or above
Target group	<ul style="list-style-type: none"> - teachers - teacher trainers
Time	16 hours (2-3 days)
Aims	<ul style="list-style-type: none"> - argue cogently for adopting CLIL - cooperate with peers to draft CLIL learning units/modules - use English in communication about CLIL
Products/outcomes	<ul style="list-style-type: none"> - CLIL concept maps - draft CLIL modules
Classroom activities	The overall approach is based on the KWL strategy (Ogle, 1986). It is built on an assessment-driven approach, whereby the learners' initial level of performance is established through small and whole group discussions and analysis of the CLIL assessment grid. The content is then shared and new skills built through a variety of reading, writing and discussion activities carried out

	individually, in small groups, and/or with the whole class. Finally, the assessment grid is revised for a progress check and consolidation of what has been learnt.
Assessment tools	<ul style="list-style-type: none"> - CLIL assessment grid - checklist for cooperative learning skills - jigsaw reading - exit cards for learner feedback and self-assessment
Assessment criteria Content Language Cooperative work	<ul style="list-style-type: none"> - CLIL concept mastery - quality of CLIL unit design - use of English in oral communication - reading comprehension in English - cooperation with peers in group work
Resources	<ul style="list-style-type: none"> - written instructions for tasks - readings (article, jigsaw reading) - templates for CLIL unit design assessment tools

Activities

Step 1

Students' work

Icebreaker for getting to know each other and for discussing expectations and concerns about the course.

Resources

- worksheet: written instructions for *Mix –Freeze – Pair*

Assessment

- direct observation of task performance

Step 2

Students' work

Clarify understanding of objectives of the workshop and of CLIL assessment.

Resources

- handout: *KWL-chart* (with strategy description)

Assessment

- direct observation of learners
- participation in discussion

Step 3

Students' work

Clarify the concept of CLIL.

Use the *KWL-chart* for individual and group work.

Answer the question "What do I know or think I know about CLIL?" Speculate on what CLIL means. Fill in the *K* column.

Answer the question "What do I want to know about CLIL?" Think and write questions in the *W* column.

Resources

- handout: *KWL-chart* (with strategy description)
- KWL-grid on board

Assessment

- monitoring how *K* & *W* columns are filled in: number of entries, not quality, as this is preparation for the new learning

Step 4

Students' work

Become familiar with *INSERT* strategy for self-monitoring understanding of text.

Resources

- handout: *INSERT* (symbols and meaning written on board)

Assessment

- checking understanding of meaning / use of symbols

Step 5

Students' work

Read using *INSERT*, looking for answers to the questions in *W* column of the *KWL-chart*; those who finish reading early fill in *INSERT* chart.

Resources

- handout: *Content and Language Integrated Learning*

Assessment

- monitoring of *INSERT* use while reading

Step 6

Students' work

Discussion to clarify answers to questions in *W* column of the *KWL-chart*.

Resources

- *KWL-chart*
- handout: *Content and Language Integrated Learning*

Assessment

- participation in discussions

Step 7

Students' work

Fill in the *L* column of the *KWL-chart*.

Resources

- *KWL-chart*

Assessment

- quality of entries in *L* column

Step 8

Students' work

Prepare CLIL concept map in groups of 3-4.

Share concept maps with whole group.

Resources

- flipchart paper, markers

Assessment

- quality (clarity, logic) of concept map

Step 9

Students' work

In groups of 3 or 4 the participants are given a set of 12 questions and 12 answers. They divide them among themselves, without knowing at this stage which answer matches which question. The group members take turns reading aloud their questions (one at a time) and then all together try to identify the appropriate answer from the stack of answers they have. The person who finds the answer first will:

- read it aloud

- argue why they think this is the appropriate answer (using language cues).

Extension if time allows: the groups choose one question that they find very important and *write their own answer* to the parents.

Resources

- worksheet: *Parents ask – experts answer* (questions and answers cut up and mixed)

Assessment

- correct matching of answers to the questions

- for the extension activity: quality of answers provided to selected question

Step 10

Students' work

In groups of 3-4 students answer the questions “How may I introduce CLIL in my teaching? Who would I have to collaborate with and how?”

Acknowledge form for assessment of group processes and use it as a self-assessment tool during group work from here on.

Resources

- handout : *Group Self-Assessment for Discussions*
- *Trainer’s Checklist of Group Work*

Assessment

- monitoring group processes
- quality of answers

Step 11

Students’ work

Plan a CLIL unit in small groups set up based on age group of students involved or subject matter taught.

Resources

- handout: *Planning a CLIL Unit (Unit plan; planning matrix; guiding questions)*

Assessment

- assessment is done by looking at the grid for unit planning

Step 12

Students’ work

Present unit plan; provide and receive feedback (from peers and trainer).

Resources

- *Analytic assessment grid for content, language and cooperative work* (see below)
- *Participants’ self-evaluation grid*

Assessment

- (self-) assessment of participants in the *CLIL through CLIL* training programme

Analytic assessment grid for content, language and cooperative work

	Criteria	5 excellent	4 good	3 satisfactory	2 almost satisfactory	1 unsatisfactory	Score
C O N T E N T	Use of basic subject concepts and knowledge	Provides a complex, original definition of CLIL in ca 200 words, which identifies at least four essential features of CLIL.	Provides a correct definition of CLIL using some of the wording from the reading materials and some original elements.	Identifies one complete definition of CLIL in the reading materials provided during the training.	Identifies one element of a definition of CLIL provided in the reading materials made available during the training.	Does not identify any element of a definition of CLIL.	
	Application of knowledge to new situations	Designs and is completely prepared to deliver one at least 15-hour CLIL module in his/her school.	Correctly and completely adjusts the CLIL module/ unit designed in a group during training to his/her students' learning needs and be ready to start delivering it.	Adds at least three new and relevant elements (adjusted to his/her students' needs) to the draft design of the CLIL unit produced in a group during training.	Adds at least one relevant new element to the draft design of the CLIL unit produced in a group during training.	Does not add any relevant new element to the draft design of the CLIL unit produced in a group during training.	
	Creativity	Lists four valid and highly convincing arguments for adopting CLIL in his/her school.	Lists three valid and convincing arguments for adopting CLIL in his/her school.	Lists two valid arguments for adopting CLIL in his/her school.	Lists one argument for adopting CLIL in his/her school.	Does not list any argument for adopting CLIL in his/her school.	
L A N G U A G E	Use of language (L2=EN) listening reading	Understands all essential communication (oral and written) related to CLIL in L2.	Understands most essential communication (oral and written) related to CLIL in L2.	Understands some essential communication (oral and written) related to CLIL in L2.	Understands some communication (oral and written) related to CLIL in L2.	Does not recognize in written or spoken language any CLIL related vocabulary in L2	
	Use of language (L2=EN) speaking writing	Argues clearly orally and in writing for adoption of CLIL in his/her school in L2.	Produces at least two arguments (orally and in writing) for adoption of CLIL in his/her school in L2.	Produces at least one argument (orally or in writing) for adoption of CLIL in his/her school in L2.	Produces at least part of an argument (orally or in writing) for adoption of CLIL in his/her school in L2.	Does not use in spoken or written language any CLIL related vocabulary in L2	
	Use of language (L2=EN) writing	Produces a draft design of a CLIL module in L2.	Produces most of a draft design of a CLIL module in L2 or all with support from trainer/ other participants.	Contributes at least one correct and relevant element to the draft design of a CLIL module in L2.	Contributes at least one element to the draft design of a CLIL module in L2.	Does not produce any written CLIL related vocabulary in L2	
	Use of language (L2=EN) interaction	Interacts with group members very effectively in L2.	Interacts with group members adequately and relevantly in L2.	Interacts with group members in CLIL related communication in L2 at least twice.	Interacts with group members in L2 at least twice.	Does not interact at all with group members in L2	
C O O P E	Securing shared understanding	Always makes sure that group members have shared and correct understanding of the task before proceeding to do it.	Most times, makes sure that group members have shared and correct understanding of the task before proceeding to do it.	Sometimes remembers to check that group members have shared and correct understanding of the task before proceeding to do it.	At least once, remembers to check that group members have shared and correct understanding of the task before proceeding to do it.	Never checks that group members have shared and correct understanding of the task before proceeding to do it.	

R A T I O N	Staying on task	Always focuses on task.	Focuses on task most of the time.	Sometimes focuses on task.	Focuses at least on one task.	Never focuses on any group task.
	Active listening	Always listens actively to relevant communication in group.	Listens actively to relevant communication in group most of the time.	Listens actively to relevant communication in group some of the time.	Listens to relevant communication in group some of the time.	Never listens to communication in group.

Participants' self-evaluation grid (10)

Participant's name	
L2:	
Topic delivered	

In the space on the right, please, write the number that best reflects your self-assessment as a learner, and comment on why you have chosen that number.

MY EVALUATION	1 lacking	2 adequate	3 good	4 excellent
Evaluation of training as a whole				
Content acquisition				
Development of concepts				
Involvement in communication				
Use of L2				
Attitude				

Please, respond in the space provided on the right.

Difficulties encountered	
What interested me most	

Reflection and comments

The *CLIL through CLIL* training programme was delivered to two groups of teachers. The second group received the revised programme, in which the major change was the introduction of the self-assessment grid at the beginning of the learning process for better oriented learning.

Discussions – which had been planned to take place in L2 – were predominantly conducted in L1 due to the language skills of the majority of participants. However, L2 was used in all reading materials, by the trainer in giving instructions, and by about 25% of participants in most discussions. However, in clarifying tasks the trainer had to use L1. All participants used L2 in the *Getting to know each other* and the other energizing activities, as well as in the

read-alouds. In writing (note-taking, concept map, CLIL unit planning) the participants used a mixture of L1 and L2. Most of the final presentations were delivered in L2 by group members whose English language skills were stronger, with completions and peer feedback in Romanian.

As for the difficulties encountered, the participants pointed out language-related difficulties and some difficulties in planning a CLIL unit. The aspect that interested the participants most was the CLIL methodology. What some participants valued highly in the course was the opportunity to improve their English language skills.